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THE PROBLEMS ASSOCIATED WITH THE RETENTION OF YOUNG ENLISTED WOMEN IN THE U. S. NAVY

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Emile L. Horn

THE PROBLEMS ASSOCIATED WITH THE RETENTION OF YOUNG ENLISTED WOMEN IN THE U. S. NAVY

by

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Lieutenant, United States Navy

Submitted in partial fulfillment of
the requirements for the degree of

MASTER OF SCIENCE
IN
MANAGEMENT

United States Naval Postgraduate School
Monterey, California

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by

Emile L. Horn

This work is accepted as fulfilling
the research paper requirements for the degree of

MASTER OF SCIENCE

IN

MANAGEMENT

from the

United States Naval Postgraduate School

ABSTRACT

The problem of the retention and the high turnover rate of young enlisted women in the United States Navy was investigated by reviewing literature about women in general, women in the labor force, and women in the Navy. A questionnaire was designed and conducted for first term enlistees at the United States Naval Training Center, San Diego, California. The purpose of this survey was to establish whether or not some factors were more important than others in affecting the decisions of women to remain or terminate their naval service.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Of all the problems facing the armed forces today, retention is one of the most serious. The retention of enlisted women has not been investigated to any appreciable extent. Therefore, this paper will attempt to present the problems related to the retention of enlisted women in the United States Navy.

I. THE PROBLEM

The present turnover rate among first term enlistees who fail to complete their first tour, and the low reenlistment rate among those who do complete their first tour, seriously impairs the mission of women in the Navy.

Statement of the Problem. No subject is of more vital concern to the Navy than its personnel. The technological advances in weapons, supply, and accounting systems are dependent upon well - trained and capable personnel for maximum effectiveness.

One of the most serious problems facing the Navy today is that of the retention of trained personnel. Although the problem of retaining officers and technically qualified enlisted men is of primary concern, the retention of women is a problem as well.

The primary mission of women in the Navy is two - fold. During peacetime, it is necessary to maintain an experienced, trained, and dependable nucleus of women to face the problem of initiating a program of increased utilization of women during periods of emergency. The faster the expansion, the more quickly the men can be relieved from their duty ashore in order to fill critical billets at sea.

To approach the problem, a review of material with respect to working women in the private economy, the government, and the Navy will first be

discussed. This will be followed by empirical observations of the writer and the results of a questionnaire answered by first - term enlistees. The conclusions and recommendations will complete the study.

The significance of the study. Much attention and time has been devoted to retention during the past year. The Navy has, and is, making every effort to make service life more attractive. As Admiral David L. McDonald, the Chief of Naval Operations, said in his remarks to the Defense Subcommittee during the 1965 Budget hearings:

> ... Up to now, I have been primarily discussing hardware. However, the finest hardware in the world will be useless without our most priceless asset - people... We are still having a great deal of trouble keeping experienced and trained people in the service ... (Department of the Navy, 1964).

More recent occurrences illustrate the magnitude of the problem. The Secretary of the Navy has invited all Navy personnel to correspond with him directly to offer suggestions for solution of the retention problem. Subsequent to this open invitation, the Secretary was forced to appeal to personnel due to be released to extend their enlistments. This was to be done on a voluntary basis in order to provide the experienced personnel necessary to meet the Vietnam crisis.

Retention among women has not received as much emphasis for a number of justifiable reasons. (1) Women cannot fill combat billets. As stated in Public Law 625, the Women's Armed Service Integration Act of 1948, "they shall not be assigned to duty in aircraft while such aircraft are engaged in combat missions nor... assigned to duty on vessels of the Navy except hospital ships and naval transports." (2) Very few women are in the critical ratings. The only habitual critical ratings open to women are Electronics Technician, Aviation Electronics Technician, Air controlman, and

Radioman. (3) The peacetime nucleus of women on active duty in the Regular Navy is necessarily small. The strength of enlisted women cannot exceed 2 per cent of the authorized active enlisted strength of the Regular Navy. This allows for a total enlisted group of 5,000 women. The number of commissioned warrant officers and commissioned officers cannot exceed 10 per cent of the authorized number of enlisted women. This restriction allows for only 500 women officers.

Although the numbers of women on active duty during peacetime may be small, their importance during periods of national emergency cannot be denied. The transition to rapid expansion is dependent upon the ability of this nucleus to select, classify, train, and assign the sudden influx of women. As former Captain Joy Bright Hancock stated at the Conference of Civilian Leaders, Personnel Policy Board, Office of the Secretary of Defense on 21 June 1950:

> This nucleus of women in the peacetime Navy is a study and planning group, from which must come known factors of immediate usefulness in the event of war in the employment of women heretofor not visualized in the shore establishment of the Navy." (Department of the Navy, 1953).

Present status. The position of women in the armed forces during peacetime has been an active subject of controversy during the last year. The General Accounting Office has prepared a report with respect to the failure of a majority of enlisted women to complete their first tour of duty. The report is based on excessive expenditures to replace such women. In the Navy, the discharge rate for marriage, pregnancy or unsuitability of first term enlistees is approximately 70 per cent (United States Congress, 1965).

Prior to the issuance of this report, however, the Navy had already initiated steps to reduce their losses among women. The first of these

steps was to revise instructions concerning discharge for reasons of marriage. These changes are as follows:

1. Separation for reasons of marriage which had been authorized at the command level in the past are now effected only by the Chief of Naval Personnel.

2. Although eligible for discharge by reasons of marriage, a WAVE must first submit a request for a no - cost transfer in an effort to join her husband. Only if such a transfer is not possible will a discharge be authorized by the Chief of Naval Personnel.

3. Married WAVES, who extend their enlistments or re-enlist are not eligible for separation during the period of re-enlistment or extension of enlistment. (Department of the Navy, 1965).

The second step was initiated when the Director of Recruiting in the Bureau of Naval Personnel placed increased emphasis on more careful screening and quality recruiting to reduce the number of unsuitable discharges. In a directive issued to all Area Directors of Navy Recruiting, the Director outlined three specific factors which would indicate doubtful success in the Navy. These factors included, (1) A poor work record or a poor record of performance in school, (2) Indications that the applicant is trying to enlist in order to get away from an unpleasant community, home, or personal situation, and (3) Evidence of the applicant's dissatisfaction with and withdrawal from, community or school group activities.

Insufficient time has passed to measure the effect of these changes, but the Navy has attempted to improve the situation and thereby, strengthen the WAVES' position. The desirability of retaining women in the Navy was expressed by Vice Admiral B. J. Semmes, the Chief of Naval Personnel at recent Subcommittee hearings. In reply to a question concerning the desirability of continuing enlisted women's programs, VADM Semmes said:

> Mr. Chairman, we believe that is is desirable to continue this very small program as a nucleus which would be available for expansion in time of prolonged war. We believe that it is useful in determining for us and holding on to knowledge of what skills the ladies can best do in the event of a mobilization. We think that they have served us very well and that we would like to have them continue, sir. (United States Congress, 1965)

Procedures. In order to gather sufficient information to cover a subject which has not been previously reported, the Bureau of Naval Personnel was depended upon for historical, congressional, and related WAVE information. Local library facilities and local Navy publications provided material concerning women in the private economy and in the service of the Government. Due to the paucity of specific information on women in the Navy, the writer relied heavily on personal experience and the results of a questionnaire directed to first-term enlistees.

Summary. The problem of retention of women in the naval service is not a new one, but particular emphasis has been placed on the high turnover rate among first-term enlistees during the last year. The expense involved in the training, loss, and replacement of such women is considered to be excessive. In addition to cost, the high level of preparedness and training is seriously impaired. In the event of war or national emergency, women will be depended upon to perform the majority of functions ashore. To accomplish this mission, it is important for the peacetime distaff members to improve the stability of female personnel.

II. DEFINITIONS OF TERMS USED

Billet. This word is Navy terminology for a job; a task or position.

Class "A" School. A Navy school which provides basic technical knowledge and skills required to prepare for the lower petty officer rates.

Critical ratings. Those ratings, or occupations, which have fewer personnel within the rating than a minimum figure established by the Bureau

of Naval Personnel.

General duty. An assignment to duty after the completion of recruit training without the benefit of Class "A" School training.

Rate. The level of achievement within an occupational area or rating. For example, a seaman, a second class petty officer, or a chief petty officer.

Rating. The occupational area in which a serviceman or woman is engaged. For example, a radioman, a yeoman, or a storekeeper.

WAVES. When women were accepted for service in World War II, it appeared inevitable that the Women's Reserve would be nicknamed. The Navy took the initiative to ensure an appropriate nickname. Lieutenant Commander Mildred McAfee, who was selected to lead the Women Reserves, was influential in the early acceptance and use of the terms, WAVES. Originally, the letters meant "Women Accepted for Voluntary Emergency Service". Although the term is now a misnomer, it has become a tradition and will, undoubtedly, continue to be used.

CHAPTER II

WOMEN IN SOCIETY, THE LABOR FORCE, AND THE NAVY

Prior to discussing the specific problem of the retention of women in the Navy, it is considered important to understand something of women as women, women in the working society, and women in the military. By reviewing pertinent literature and studies concerning these three subjects, it is hoped that the position of women will be more readily understood.

I. WOMEN IN SOCIETY

Before discussing the adult, an understanding of the development leading to adulthood is important. In the Western cultures of today, adolescents face a formidable task of reaching maturity. The rapid technological growth in the last one-hundred years accounts for much of this task.

Bernard (1962) considers that there are a substantial number of influences that serve to impede reaching adulthood. For one thing, the heavy responsibilities of rural life years ago necessitated active participation by all members of the family. A young girl, for example, would cook, sew, bake, clean, tend younger children, wash clothes, and take her turn in the fields if necessary. With the modern technology of today, the decrease in the size of families, the availability of ready-made products, and the shift to urban living, the contributions a teen-age girl can make are very limited.

Another influence impeding maturity includes the ever-increasing importance placed on more education which delays the assuming of responsibility. Also, our laws and the growth of unionism have delayed full-time employment opportunities. Minor influences include the effect of changes in the population structure, the complexity of the world, and the conflict between reality and ideals. All these influences prolong the confusion,

uncertainty, and lack of direction in the American adolescent.

During a three day symposium concerning the potential of women, a number of speakers explained the role of women in society (Marine, 1963). Dr. Eleanor Maccoby, a Stanford University psychologist, stated that females who have keen, analytical minds are usually not considered to be feminine. Girls, being very susceptible to what other people think of them, will usually avoid fields of work which are not considered to be feminine. Author-poet Marya Mannes explained that young girls are being directed into the feminine role at the approximate age of twelve years. Any deviation from this pattern leads to loss of popularity and acclaim.

Support for such beliefs can be found in a study designed to assess the attitudes of young ladies toward career and marriage (Mathews and Tiedeman, 1962). The results of the study indicated that girls demonstrate a pseudo-career drive during adolescence, but a substantial number of girls shift to marriage-directed goals in late adolescence. Only 1 percent of those females in each stage of early adolescence, late adolescence, and young adulthood expressed interest in pursuing a typically masculine career.

Thus, reaching maturity is no easy task for the teen-ager. In addition, females are constantly being directed toward feminine roles that have been defined by our society.

II. WOMEN IN THE LABOR FORCE

The number of working women has been increasing steadily each year since World War II. In March of 1963, a total of 24,765,000 women were employed. In the fourteen to nineteen year age group, 1,952,000 women were working. This represents 23.6 percent of the total female population in that age group. 1,367,000 women between the ages of twenty and twenty-four were

employed. This represents 71.9 per cent of the total female population in that age group. (Statistical Reports Division, 1964).

Although women contribute substantial numbers to the total labor force, they do not enjoy equal status with the men (Chamberlain, 1965; Jucius, 1965; Pfiffner, 1964).

First, the fields of work in which women can engage, without undermining the feeling of security among the men, are well-defined and limited. (Pfiffner, 1964). The largest group of working women are the 7,000,000 general administrative and clerical workers. Three other major groupings include service workers (beauticians, waitresses, etc.), factory workers, and professional and technical employees (nurses, librarians, teachers, etc.) (American Women, 1963).

Second, the usual prejudices found in employment are those against color, creed, race, national origin -- and sex. Even after successful employment, there are cases of prejudice against women. For example, under unionism, there have been times when more senior women have been laid-off their jobs before more junior men. Unions have failed to appeal to women in large numbers because the women feel they will not be fairly represented by male-dominated unions (Chamberlain, 1965).

A third inequality is that women's earnings are considerably below those of the men. In 1961, the earnings of all women who worked full-time were 60 per cent below those of all men who worked full time. Even in like occupations, the wage level is considerably lower for women (American Women, 1963). One optomistic comment made years ago, was one Ordway Tead made on "equal pay":

> ... It may be that society will soon be prepared to make the fateful decision that all pay shall be on a basis of individual self-support, that all shall do work for which they will be paid in cash, and that

> those who desire family life may secure it by pooling the earnings of those individuals who are to compose the family groups... (Tead, 1920).

There are many reasons offered why the employment of women is shunned in the civilian economy. It is not unusual to hear that women are too emotional or too much trouble, that the non-wage costs are too high for women, or that women are more interested in the social aspects of the job rather than the job itself (Pfiffner, 1964; Jucius, 1959). The main reason seems to be, however, that women have higher rates of absenteeism, sickness and turnover (American Women, 1963). Although the first two cannot be ignored, the latter is the most important for purposes of this study.

Three studies indicate the turnover rate among women in civilian employment. Fleishman and Berniger (Fleishman 1964), conducted a study among 120 women office employees, all of whom were hired between 1954 and 1956. Of the 120 women, sixty of them terminated their employment during the two year period. Twenty-one women in this group were under twenty years of age and twenty-three of them were between the ages of twenty-one and twenty-four. Thus, there was a 50 per cent turnover rate in two years time.

In another study conducted by Kirchner and Dunnette (1957), a sample of 163 female employees was studied at the Minnesota Mining and Manufacturing Company during 1954. Thirty-three women terminated their employment in nine months or less. Twenty-five terminated between ten and eighteen months time, and 105 were employed for nineteen months or more. This represents a 36 per cent turnover rate in an eighteen month period.

In the third study, Kreidt and Gadel (1953) studied High School graduates who were hired to do routine clerical work at the Prudential Insurance Company. The purpose of the study was to attempt to determine whether or not a new employee was a good turnover risk. The method used was an experimental battery of tests and questionnaires which included a measure of

intelligence, a measure of clerical aptitude, an interest questionnaire, a biographical data blank, and a job preference questionnaire. This battery was administered to 358 employees in 1951. Sixty-five of the employees terminated their employment within three months and forty-three more left between four months and one year. The annual turnover rate was 30 per cent. The results of the study indicated that quick turnover could be predicted moderately well among new, young employees. This was accomplished by the use of a combination of biographical data, an interest questionnaire, clerical speed tests, and general ability tests. It was also found that it was easier to predict losses among the three month and less group than among the four month to one year group.

In a Civil Service Commission study of government workers, the following statement was made concerning the turnover rate:

> ...women's voluntary quits, overall, were found to be 2½ and 3 times those of men. This is because women predominate in younger age groups and low-paid occupations, where turnover is higher for both men and women. ...Almost half of the women who leave Federal agencies give reasons related to family responsibilities. The reasons of single women for leaving are similar to those of men. Nearly 1 woman in 4 leaves for the same reasons as are given by almost half the men - to receive broader experience or better pay elsewhere, or because of dissatisfaction with their working situation. The next ranking cause of women's quits is health or voluntary retirement ...(American Women, 1963).

Thus, the position of women is not an easy one. They are expected to fulfill a certain role in society and usually do. They live with prejudice, lower wages, and limited job opportunities. Employers often feel that women are costly, too emotional and undependable. Much of the problem is due to the high percentage of married women in the labor force. Approximately four-fifths of the total female employees are married. Many of these women enter and leave the working world many times during their lifetime, their primary interest being in the home. The high turnover rate among young, single

women also contributes to the problem. There is little doubt that much of the blame for women's problems are of their own making.

Probably one of the most concise statements about women is one by Gene Marine (1963):

> ...Women are the victims of a cultural sterotype, but this is because they themselves insist on and like it that way. They can break loose, individually, and begin to attain their potential, only when they are willing to look a few conventions in the eye and calculatedly spit. And before this happens on any large scale, a lot of both men and women are going to have to learn that distinction between "man" and "woman" is not so obvious as we might think, even physically.

III. WOMEN IN THE NAVY

One might say that women in the naval service have looked a "few conventions in the eye". The armed forces are the epitome of masculine occupations. The advent of women in 1942 has not measurably changed anything. It is still a "man's world", and in the opinion of the writer -- that is as it should be.

By way of comparison with the civilian economy, women in the Navy are limited to certain occupational areas also, but there are good reasons for this. No women are permitted in the ratings where a difficult sea-shore rotation plan for the men exists. As it is, women are permitted to enter technical, aviation, administrative, and medical categories. There are a total of twenty-three ratings within these categories that are open to women. A list of these ratings appear in Appendix A.

Men and women in the Navy receive identical basic pay. There is a distinct disadvantage for women, however, in advancing to the next rate. All Navy enlisted personnel must pass an advancement examination in order to advance in rate. The majority of the questions on any examination pertain to the specific rating of the examinee, but there are some questions of a more general nature. These questions are more easily answered by the

men because they have the advantage of operational, shipboard duty. Nonetheless, the equality of pay is a definite improvement over the situation in the civilian world.

Servicemen, on the whole, do not seem to resent the presence of Navy women. There is no denying that there are men who would prefer an all male Navy, but generally, women are accepted by the majority of servicemen (Immen, 1961).

The turnover rate among young women in the Navy far exceeds that indicated in the younger age group in society. As previously discussed, the rate for young first-term enlistees is approximately 70 per cent while the studies of young civilians indicate a range from 30 to 50 per cent. Both the civilians and the military women show more job stability with increasing age.

As civilian employers have had to change procedures, facilities, and personnel to accommodate women, so has the Navy. These changes have not been radical, however, and only the major changes will be mentioned.

In the Bureau of Naval Personnel, there are four women officers who concern themselves exclusively with the administration of women. These women include a temporary Captain who is the Director of the WAVES, a Commander who is Deputy to the Director, another Commander who assigns WAVE officers to duty, and a Lieutenant Commander who is responsible for the assignment of some enlisted women.

There are six major areas in which the regulations and administration are different for women than for the men.

The first of these is in the administration of enlisted women. There are two billets for WAVE officers that are usually collateral duty and have no counterpart in the administration of enlisted men. One of these billets

is the Assistant for Women. Officers assigned to this duty serve on the staff of District Commandants or Chiefs of Naval Air Training. They are specifically designated for this additional duty by the Chief of Naval Personnel. Their primary duty is to advise the Commandant or the Chief of Naval Air Training on matters pertaining to the administration of enlisted women. The Assistant for Women usually maintains close contact with the field activities that are located within the jurisdiction of her commander to ensure compliance with her duties as listed in Appendix B.

The other officer is the Women's Representative. Her primary duty is to advise the commanding officer on matters pertaining to enlisted women. She is designated for this duty by the Chief of Naval Personnel or by the commanding officer. This officer, in many respects, is one of the most important of all women officers because she has the greatest direct contact with enlisted women. A complete list of her duties can be found in Appendix B.

The second difference is in the area of discipline. In the Bureau of Naval Personnel Manual (1959), Article C-7822 sets forth the existing regulations on the discipline of women. Basically, the article provides for the designation of a WAVE officer, usually the Women's Representative, who shall be consulted concerning investigations of suspected offenses or contemplated disciplinary action in the cases of women. In addition, the designated officer shall be present during the interrogation of women unless the woman being questioned specifies in writing that the presence of the woman officer is not desired. No officer need be in attendance for enlisted men under the same circumstances.

The confinement of women is the third area of difference. In summary of Article C-7813A of the Bureau of Naval Personnel Manual, women cannot be

confined in facilities established for male personnel. As a matter of policy, confinement awarded for a period of twelve months or less will be remitted. If confinement is for a period in excess of twelve months, the place of confinement shall be designated by the Secretary of the Navy or in accordance with current Navy Department instructions.

The fourth area is Separation for the Convenience of the Government. Artcile C-10306 of the Bureau of Naval Personnel Manual pertains to the discharge of women for parenthood, marriage or pregnancy. This article is lengthy and very detailed. In summary, women are discharged for parenthood or pregnancy, and may apply for discharge for reasons of marriage.

The fifth difference is in housing. Current Department of Defense limitations provide for an expenditure of 1,850 dollars per woman for barracks construction with a space restriction of 140 gross square feet. The latter includes public areas, storage spaces, passageways, and other uninhabitable spaces. Most of the WAVES' barracks throughout the Navy are converted men's barracks; there are very few that have been built especially for women.

The last area of difference is in the eligibility for enlistement. A young woman cannot enlist until she is eighteen years of age and must have parental consent to enlist until she reaches the age of twenty-one. In addition, she must have twelve years of education or its equivalent and must be unmarried at the time of entry. Men may enlist at seventeen with parental consent, and at eighteen without consent. There is no minimum educational requirement for the men and they are allowed one dependent at the time of entry (Department of the Navy, 1963).

In summary, it is very difficult to compare civilian employment with military employment. For example, although the women in the service are

subjected to less prejudice, receive the same basic pay as men, and have a wide range of job opportunities, there are sacrifices that must be made to enjoy such equality. Civilians have greater personal freedom, more privacy, and are more divorced from their job after their eight hour work day. This chapter was not written as a comparison, but was an attempt to present the relevant factors that exist in both environments and draw comparisons only where appropriate.

CHAPTER III

THE STUDY

In order to discuss the specific problem of retention, it is considered necessary to know something about the background of young women who join the Navy. The background factors of recruits will first be discussed and followed by empirical observations of the writer. Finally, results of a questionnaire will be presented which reflect the factors that are important to the first term enlistee.

I. THE FIRST-TERM ENLISTEE

A study was conducted on women recruits by Lieutenant Commander W. B. Lyon (1961). Lyon is a clinical psychologist with the Medical Service Corps who worked with recruits for ten years. During 1952-1954, he studied the background factors of 1,672 randomly selected recruits who successfully completed recruit training.

To begin with, 87 per cent of the women were High School graduates. The remaining 13 per cent had to pass the Navy's General Education Development test which is considered to be equivalent to twelve years education.

At the time of enlistment, 41.4 per cent of the women were eighteen years of age. 73.7 per cent enlisted prior to their twenty-first birthday.

Of those who joined, 41.4 per cent came from broken homes that were broken by parental divorce or death. 51.2 per cent came from hometowns with a population of 17,000 or less. Many of the recruits readily admitted to Mr. Lyon that they were trying to find themselves, to be someone. They looked forward to traveling and meeting new people. They also anticipated a great feeling of pride wearing the uniform of a Navy WAVE and serving their

country. Many voiced a dissatisfaction with inconsistent discipline and unsatisfactory parental relationships.

Further motivation for enlistment included "bread and butter" factors. Job opportunities in small towns are considerably more limited than in the cities. The modest income in many of the women's families precluded any further, formal education. Many of them, therefore, enlisted in order to obtain a skill or to further their education.

The General Classification Test is that part of the Navy's Basic Battery which measures reasoning ability. The average score on this test is 50. In a group of 1,088 recruits studied during 1960-1961, 54 per cent of the WAVES had scores of 55 or better. 76.9 per cent of the group had scores of 50 or better. This accounts for the fact that 50 per cent of the WAVES attend a Class "A" School after completion of recruit training.

II. EMPIRICAL OBSERVATIONS

In particular, the first four months in the life of an enlisted WAVE is a series of major and minor adjustments. Such adjustments were witnessed by the writer during a tour of duty at the Recruit Training Command for Women, and immediately following, a tour at a large installation which had an average of 150 WAVES on board at any given time.

The first major adjustment, of course, is to that of recruit training. The recruit is suddenly confronted with a completely controlled twenty-four hour day. The atmosphere is austere, the pace is rigorous, and free time is practically non-existent. Adjustment is achieved rapidly by a few, slowly for most, and never by some. Yet, after the training period is complete, most of the recruit critique sheets state that the experience was a rewarding and beneficial experience.

After graduation and a two week leave period, a second major adjustment occurs. In the first place, the new WAVE is probably assigned to an unfamiliar part of the country where she knows no one. There are the usual apprehensions connected with any relocation and the prospects of a new job. In addition, the entire atmosphere changes. No longer is the young WAVE in a highly militaristic and completely controlled situation. She works eight hours a day, and aside from the usual watchstanding duties, the rest of her time is her own. As long as she lives within the existing rules and performs well on the job, she has a great deal of freedom. Adjustment to a new situation like this is not easy for all new WAVES after recruit training. It is important that her initial contact with her peers, the barracks master-at-arms, and the Women's Representative be a successful one. All too often, her receiption is a "matter of fact" occurrence. A little friendliness and assistance can go a long way in getting a young WAVE off to a rapid and successful adjustment.

Her job may well be in a division where there are very few women. Her initial contact with her working peers, supervisor, and division officer will also affect her adjustment. She generally looks to her seniors for guidance and is appreciative of fair and consistent treatment. A WAVE has been taught to respect authority and she usually does. She is normally accepted quickly by the men in her division and is probably spoiled a little as time goes on. This often leads to subsequent problems. In the experience of the writer, one of the biggest problems with the WAVE on the job is in the area of discipline. As long as there is no occasion to discipline a WAVE, everything goes quite smoothly. But, on occasions when a woman needs disciplining, men are often reticent to administer it. All too often, division officers will call on the Women's Representative to perform this

function. There are a number of possible reasons for this action. In the first place, the responsibilities and the functions of the Women's Representative are often misunderstood. It is assumed by many of the men that she is to handle all matters concerning women. Another reason is an expressed reluctance to discipline women because they are women. Men don't seem to realize that women expect to be treated in the same way the men are, and that they stand the chance of losing the WAVE's respect if they are not treated the same. Naturally, there are occasions where it is entirely appropriate for the Women's Representative to speak to a young woman, but normal discipline is considered to be in the realm of usual division officer reaponsibilities.

Another observation concerns women in their living situation. Although there are some barracks that have been specifically designed for women, they are in the minority. A pleasant place to live is very important to women. They spend considerable time in the barracks and take great delight in decorating their living spaces to suit themselves. This is generally permitted if their ideas are considered to be reasonable and in good taste. Considering their limited funds, many of the young WAVES demonstrate a good deal of ingenuity in such an endeavor. As a result, WAVES' barracks are often a regular part of official base tours arranged for inspection teams or visiting dignitaries.

Women are rarely serious disciplinary problems. Although the existing regulations prohibit short term confinement or correctional custody, women's offenses are seldom so serious as to warrant this type of punishment. In eleven years of experience, no women under the jurisdiction of the writer have ever been awarded a general court-martial, one has had a special court-martial, and only five have been awarded summary courts-martial.

Young women enjoy group activities. Planning evening parties, participating in team sports, entertaining the underprivileged, attending club or hobby group meetings, singing in choral groups and similar activities are very popular. This is particularly true when there are facilities within the barracks to accommodate large groups. In this same vein, off-base activities are equally as popular. Hostessing at civilian functions, participating in parades, appearing on television or the radio, and assisting the Recruiting Service in recruiting campaigns are met with enthusiasm by a majority of the WAVES.

Living in a predominantly masculine world affords Navy women a much greater opportunity to meet members of the opposite sex than exists for women in many types of civilian employment. Consequently, about 65 per cent of the women studied by the General Accounting Office were discharged prior to completion of their first term for reasons of marriage or pregnancy (United States Congress, 1965). Often the Women's Representative hears of difficulties a young WAVE is experiencing in her relationships with men and will attempt to speak to her about it. More often than not, however, such interviews are resented by the WAVES and are thus unsuccessful. This is particularly true in cases when a WAVE is counselled in regard to a marriage that is considered to be premature or too hasty. The usual attitude of an eighteen or nineteen year old is that if she is old enough to be on her own, she is old enough to make up her mind about marriage. There is no official regulation requiring the counselling of enlisted men and women on marriage, so any voluntary attempt by officers to do so is not usually met favorably by the enlisted people.

The third ranking cause of turnover among enlisted women is that of unsuitability. About 35 per cent of the women studied by the General Accounting Office were discharged for this reason (United States Congress 1965).

Unsuitability includes inaptitude, character or behavior disorders, apathy, defective attitudes, etc. The attitude of the writer has been to encourage medical evaluation of those WAVES who demonstrate poor adjustment or have no desire to remain in service. No purpose is served by holding a woman to her enlistment contract if she is not making an adjustment to service life.

There are many advantages and disadvantages to being a member of the career naval service. Some of the more commonly discussed advantages include educational opportunities, the fringe benefits, equal opportunity for advancement, early retirement, and travel. The disadvantages include family separation, insufficient pay, inadequate housing, and extended periods of sea duty. There are two observations that can be made about the pros and cons of service life when discussing women in uniform.

For one thing, most of the advantages are not attainable in the short run. A young woman's first enlistment is always for a three year period. The maximum rate that can be attained in this period of time is that of second class petty officer. Because of the majority of women being utilized in non-technical ratings and the keen competition in those ratings, only the exceptional WAVES can hope to reach such a level. Educational opportunities can be taken advantage of in a three year period in the Navy, but it is difficult to make more than a start in civilian educational institutions. The remainder of the advantages are more completely realized in the long run.

The second observation is that most of the disadvantages are more applicable to the men than to the women. The major reason for the loss of first term enlistees is marriage. In this respect, family separation is applicable. There are provisions, however for the married WAVES to be discharged under certain conditions as discussed in Chapter I, page 4.

Insufficient pay and inadequate housing are normally discussed in reference to the difficulty the servicemen have in supporting and housing their families. Sea duty, of course, is not a consideration that is applicable to women. Thus, the question arises, just what are the factors that influence women's decisions concerning service life?

II. RESULTS OF THE QUESTIONNAIRE

In order to answer the above question, a forced choice questionnaire was devised and conducted for first term enlistees at the United States Naval Training Center, San Diego, California. This location was selected because of the large numbers of first term women, including both general duty WAVES and Class "A" school graduates and students.

The questionnaire was designed to provide information regarding reasons for entry into service, future intentions, the factors most and least liked about the Navy, and suggestions for improvement of service life.

The null and alternative hypotheses were formulated as follows:

Null hypothesis:	Each choice to each question has an equal chance of being selected.
Alternative hypothesis:	Some choices, including those related to education, skill, pay, travel, barracks life, marriage and patriotism will be selected more often than others.

In order to support the null hypothesis, the chi-square distribution (good-of-fitness test) was applied in each of four questions to be subsequently discussed.

In the preliminary section of the questionnaire, each WAVE respondent provided basic data concerning her age, length of service, number of years education, home state, and whether or not she attended a Navy service school. Of 126 questionnaires completed, 109 were usable. A copy of the questionnaire

is contained in Appendix C.

In compiling the basic data, it was found that the average age of the sample was 19.9 years with a range from eighteen to twenty-six years of age. The average length of service was 16.3 months with a range from three months to thirty-five months. There were thirty-three states represented, the largest numbers coming from California (11), Illinois (10), and Oregon (8).

Consideration of educational achievement prior to entry into the service and subsequent attendance at Class "A" schools after entry, revealed some interesting findings. An analysis of the educational level prior to entry revealed that six women did not complete high school, eighty-eight completed high school, eleven had thirteen years of education, and four women had completed fourteen years of education. Forty-seven women in the total sample had completed or were attending Class "A" schools at the time of the survey. This left a total of sixty-two WAVES who had no such training. It is interesting to note that, generally, those WAVES with more education prior to entry tended to have a larger per cent of their total group attending Class "A" schools. The exception is in the group who had thirteen years of education; only four of them had attended service schools. The most likely reason for this is that these women requested to go to general duty because they had not made up their minds as to which rating they wished to pursue. Table I illustrates the breakdown of educational achievement prior to entry, the number of women in each group who attended a service school, and the per centage of each group who attended Navy service schools.

TABLE I

NUMBERS AND PERCENTAGES OF WOMEN ATTENDING CLASS "A" SERVICE SCHOOLS BY EDUCATIONAL ACHIEVEMENT PRIOR TO ENTRY IN MILITARY SERVICE

PRIOR EDUCATIONAL ACHIEVEMENT	Number of Women	Number attending Class "A" Schools	Per Cent to Class "A" Schools
Less than 12 yrs	6	1	16
12 yrs	88	40	45
13 yrs	11	4	36
14 yrs	4	2	50

It is also interesting to note that the number of women attending Class "A" schools represents 43 per cent of the sample.

The next four questions were so designed that the choices could be listed in order of importance. The most important choice was numbered "1", the second most important was numbered "2", and so on. In evaluating the replies, only the first three choices were considered. The reason for this was that the majority of responses to questions two and three listed no more than three replies. In some questions, fewer than three replies were made. Except for the question concerning the things liked least about the Navy, all respondents made a first choice selection. Therefore,the chi-square distribution was applied only to the first choices in each question.

The first of these four questions asked the respondent to indicate the reasons for enlistment in the order of importance. As can be seen in Table II, the most frequent choice was for more education. The next three choices included a desire to serve their country, travel, and the desire to get away

TABLE II

NUMBER OF RESPONSES TO REASONS FOR ENLISTMENT IN THE UNITED STATES NAVY BY FIRST, SECOND, AND THIRD CHOICE

CHOICES	1st CHOICE	2nd CHOICE	3rd CHOICE
to try something new	3	8	7
for the money	1	0	0
to see what Navy life was like	4	3	4
travel	15	15	5
couldn't find a job	0	4	3
security	3	4	5
wanted to get away from home	13	4	4
more education	24	9	9
to get married	0	0	0
to learn a skill	12	16	8
adventure	4	9	11
to better myself	12	5	12
to serve my country	18	17	11
TOTALS	109	94	79

from home, respectively. The last of these choices could have been made for a number of reasons -- limited job opportunity, unhappy peer or parental relationships, a desire to leave the small town atmosphere, or to rise above the environment in which they were living. It is interesting to note that the Director of the Recruiting Service particulary specified that trying to run away from home made successful adjustment to the Navy very doubtful, as related in Chapter I, page 4. Another item worthy of mention is the obvious reticence to select the item, to get married, as any one of the three most important reasons for enlisting. This is probably due to an unwillingness to admit such motivation rather than the fact that such motivation does not exist.

The next question concerned the future intentions of the respondents in regard to reenlistment. In response to this question, six women replied that they intended to reenlist, seventy-two indicated that they were not going to reenlist, and thirty-one were uncertain. As part of the same question, those who indicated they were not going to reenlist were asked to list the reasons for their decision. Only one of the seventy-two did not respond. Table III illustrates that the three most important reasons for leaving the service are those for reasons of marriage, not enough pay, and to go to school, respectively. Two of the respondents indicated that they were married at the time of the survey and both selected the choice, to settle down, as their reason for not reenlisting.

The next two questions might be called the heart of the matter. By asking the respondents to select the three things they liked most and least about the Navy, the results would, hopefully, give some indication of the problem areas in retention. As it turned out, there are factors more important than others.

TABLE III

NUMBER OF RESPONSES TO REASONS FOR NON-REENLISTMENT IN THE UNITED STATES NAVY BY FIRST, SECOND, AND THIRD CHOICE

CHOICES	1st CHOICE	2nd CHOICE	3rd CHOICE
to get married	18	3	3
my folks want me to come home	1	1	3
to go to school	10	5	1
not enough pay	13	11	5
dislike military life	4	8	5
want independence	4	1	2
to get a civilian job	9	7	4
am not happy	3	2	4
dislike my job	4	1	2
to settle down	5	3	3
don't like my supervisor	0	2	0
TOTAL	71	44	32

Question four concerned the things liked most about the Navy. The results indicated that a chance to learn new things, educational opportunities, and the jobs the WAVES had were the first choice selections, respectively. It is interesting to note that the item, my friends, is of some significance. When the first, second, and third choices are totaled, this item ranks third in the totals. This tends to support a statement made by Lyon in his report on WAVE recruits. In discussing the motivation for entry, he stated, "They are seeking carmaraderie with other girls" (Lyon, 1964). It also supports the statements made about the social attitudes of working women by Jucius, (1959) and Pfiffner (1964). Equally noteworthy are the lack of choices among items concerning pay, barracks life, and fringe benefits as illustrated in Table IV. The item, security, was considered to be a moderately important consideration.

The last forced choice question asks the respondent to list the three things she liked least about the Navy in order of their importance. The results are tabulated in Table V. Barracks life and low pay each accounted for thirty-one first choice selections. The next highest choice was that of watchstanding. The high number of choices for the latter may be due to the type of watches the WAVES stand, the frequency of the watches, or a natural dislike for additional duty hours. There were two respondents who indicated there was nothing they disliked and two more who wrote in their dislikes rather than selecting one of the offered choices. The two write-ins included working long hours unnecessarily and the lack of respect accorded the Navy women by the Navy men.

TABLE IV

NUMBER OF RESPONSES TO THINGS LIKED MOST ABOUT THE UNITED STATES NAVY BY FIRST, SECOND, AND THIRD CHOICE

CHOICES	1st CHOICE	2nd CHOICE	3rd CHOICE
military life in general	9	5	5
my job	14	11	6
my uniform	11	13	5
chance to learn new things	24	17	13
the social life	1	5	10
educational opportunities	21	13	8
travel	6	8	15
my friends	11	17	13
barracks life	0	0	2
the pay	0	0	0
security	11	8	7
fringe benefits	1	1	3
TOTALS	109	98	87

TABLE V

NUMBER OF RESPONSES TO THINGS LIKED LEAST ABOUT THE UNITED STATES NAVY BY FIRST, SECOND, AND THIRD CHOICE

CHOICES	1st CHOICE	2nd CHOICE	3rd CHOICE
travel	3	1	1
barracks life	31	23	11
poor supervisors	9	9	13
my job	4	1	1
military life	4	7	4
my uniform	0	0	6
taking orders	2	1	2
the pay	31	18	12
training sessions	2	11	4
watchstanding	19	22	13
TOTALS	105	93	67

As mentioned previously, the chi-square distribution was used in the first choice selections to questions two, three, four, and five. In order to provide a theoretical even distribution of selections, the necessary number of questionnaires in each question were randomly removed from the sample to provide an equal distribution of weights to each selection. Table VI illustrates the results of the statistical analysis. Each question resulted in significance beyond the .005 level, thereby rejecting the null hypothesis. It can be concluded that there are factors that are more important than others. Those choices receiving little response could be eliminated in the event of future study.

The last question was open-ended. It solicited suggestions for further improvement of service life. Sixty-one WAVES responded; however, those suggestions pertaining exclusively to the local situation were discounted as irrelevant.

There were twenty-one WAVES who considered the barracks totally inadequate. Comments about the lack of privacy, the crowded conditions, the lack of storage space, a cheerless atmosphere, and the lack of a lounge in order to entertain male guests constituted the majority of the complaints.

Sixteen of the respondents suggested more adequate pay. Most of them considered their pay insufficient to keep up a wardrobe, pay for entertainment, and contribute to a savings plan.

Other suggestions in the order of their frequency included fewer restrictions and regulations, more group activities, more opportunity for travel, and more respect from the male contingent of the Navy.

TABLE VI

CHI-SQUARE RESULTS OF FIRST
CHOICES IN FOUR QUESTIONS
ON THE QUESTIONNAIRE

QUESTION	χ^2 of 1-ST CHOICE
2	80.
3	47.
4	78.
5	160.

NOTE: All four questions were significant beyond the .005 level.

In conclusion, the null hypothesis was overwhelmingly rejected. Thus, it can be seen that factors of importance regarding naval service can be isolated and considered in the problem of retention.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This study has attempted to present the factors which are relevant to the retention of young women in the Navy. Upon analyzing these factors, certain conclusions have been reached upon which to base recommendations.

I. CONCLUSIONS

Two of the basic ideas set forth in Chapter II were those of the difficulty in attaining adulthood and maturity; and, that women are usually directed toward a well defined feminine role. In view of these ideas, it is inevitable that heavy losses of first term enlistees occur in the Navy. The major reasons for turnover - marriage, pregnancy, and unsuitability - bear this out. Although women deviate from the usual feminine pursuits by enlisting in the Navy, their deviation seems to be of short duration.

Marriage is the normal goal for the majority of women, as is the desire for a family. Young women in their first enlistment are in the age group where the highest incidence of marriage occurs. They have also associated themselves with a predominantly male world where the chances for meeting a mate are, indeed, excellent. It is also true that the major reason for not reenlisting is for reasons of marriage. Therefore, marriage contributes substantially to the problem of losses prior to the expiration of enlistment and to retention beyond the first enlistment.

Under the present system, there do not appear to be any reasonable solutions to the marriage problem other than those already incorporated by the Navy. It is possible to make it more and more difficult for married women to terminate their service, but this does nothing more than prolong the inevitable losses.

Unsuitability is usually a result of the inability to adapt to the rigors of military service. Many young women are not experienced or mature enough at enlistment to adjust to military life over a period of time. These WAVES manage to complete recruit training successfully, but they experience subsequent adjustment problems which results in discharge prior to the completion of their service.

The results of the questionnaire indicated that there are more basic reasons for the retention problem than those already discussed. There are certain factors which affect a WAVE's decision about naval service that can be isolated and studied. The fact that only six women from a sample of 109 stated their intention to reenlist indicates that the disadvantages of service life overwhelmingly overcome the advantages.

There is no reason to believe that the situation will improve without some changes in the present system.

II. RECOMMENDATIONS

It is difficult to make recommendations for the improvement of retention based on this incipient study. However, in order to establish possible avenues for future studies, two recommendations shall be made.

It is recommended that consideration be given to raising the minimum age for the enlistment of women. If a young woman had the advantages of additional time to mature, some employment experience, and a period of responsibility, it is possible that her adjustment to military life would be more successful. Such a change could possibly reduce the discharge rate among women for reasons of marriage as well. Further study would, undoubtedly, be necessary to test the feasibility of this recommendation, but it is considered to be worthy of such study.

This study established the fact that some factors about service life are more influential and important than others. The small sample that was surveyed and the limited scope of the questionnaire, however, warrants further investigation. If the desirable and undesirable features of service life could be distinguished on a broader base, perhaps some of the necessary changes could be implemented.

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APPENDIX A

RATES AND RATINGS OPEN TO WOMEN

APPENDIX A

RATES AND RATINGS OPEN TO WOMEN

RATES

SA - Seaman Apprentice
SN - Seaman

AA - Airman Apprentice
AN - Airman

HA - Hospital Apprentice
HN - Hospitalman

DA - Dental Apprentice
DN - Dentalman

RATINGS

ET - Electronics Technician
YN - Yeoman
SK - Storekeeper
TD - Tradevman
AC - Air Controlman
AT - Aviation Electronics Technician
AG - Aerographer's Mate
DS - Data Systems Technician
IM - Instrumentman
RM - Radioman
PN - Personnelman
DK - Disbursing Clerk
JO - Journalist
DM - Illustrator-Draftsman
AK - Aviation Storekeeper
AZ - Aviation Maintenance Administrationman
OM - Opticalman
MA - Machine Accountant
DT - Dental Technician
LI - Lithographer
PH - Photographer's Mate
HM - Hospital Corpsman
CYN - Communications Yeoman
(Applicable only up through pay grade E-4)

APPENDIX B

DUTIES AND RESPONSIBILITIES OF ASSISTANTS FOR WOMEN AND WOMEN'S REPRESENTATIVES

APPENDIX B

DUTIES AND RESPONSIBILITIES OF ASSISTANTS FOR WOMEN AND WOMEN'S REPRESENTATIVES

In order for the reader to understand the scope of the administration of women, the duties and responsibilities of Assistants for Women and Women's Representatives (Department of the Navy, 1962) are as follows:

DUTIES AND RESPONSIBILITIES OF ASSISTANTS FOR WOMEN

Assistants for Women on the staff of District Commandants or Chiefs of Naval Air Training are specifically designated for such additional duty by the Chief of Naval Personnel. It is the duty of the Assistant for Women to advise the Commandant or Chief of Naval Air Training on matters pertaining to the administration of women.

Duties and Responsibilities Within District or Command:

A. BUREAU OF NAVAL PERSONNEL POLICY:

Assist the Commanding Officer in implementing the policies emanating from the Chief of Naval Personnel through periodic inspections of activities in Districts or Commands where women personnel are assigned.

B. LIAISON:

Pay a call on the Commanding Officer of each activity to which women are assigned in order to explain the policies and procedures relating to the administration of women and to ensure his understanding of the duties and responsibilities of the Women's Representative assigned to his staff.

Call on Heads of Departments within the District or Command and within individual commands where appropriate, when numbers of women are assigned which might warrant attention.

Hold regular meetings with Women's Representatives to ensure consistent standards of administration and to promulgate current policy.

In instances where Headquarters are located at some distance from activities, meetings should be held during inspection trips and liaison with Women's Representatives maintained by means of formal and informal correspondence. Where several activities are located within the same area, it is customary for the senior woman officer to act as overall Women's Representative for the area. It is desirable that this officer hold meetings as stated above.

The need for close cooperation between the Assistant for Women and the Women's Representatives cannot be emphasized too strongly.

C. PUBLIC RELATIONS:

Maintain cordial relations with the local press, TV and radio representatives through the Public Information Officer. Be alert to and advise the Public Information Officer about items of interest concerning Navy women, i.e., stories and events that would enhance the stature of women in the Navy and visiting personnel who may be directly or indirectly concerned with the WAVES.

Establish contact with DACOWITS members residing in the area to stimulate interest and participation in WAVE programs. Maintain liaison with Reserve and Retired personnel in the area.

D. JOB UTILIZATION:

In order to achieve effective job utilization of enlisted women, recommend to Commanding Officers, where appropriate, jobs in which women can be most effectively utilized.

Encourage Women's Representatives to make recommendations concerning more effective job utilization of women personnel.

E. TRAINING:

Conduct regular meetings with Women's Representatives to advise and train them in their duties. Women's Representatives should be encouraged to initiate refresher training for junior officers and petty officers.

Encourage Women's Representatives to hold frequent barracks meetings and be available for individual counselling. Assist, as needed, in the preparation of lecture and discussion material for junior officers and enlisted women. Topics for general discussion could be self-improvement, sex and hygiene, personal appearance, weight control, moral conduct, marriage, leadership, and responsibility.

F. WELFARE AND RECREATION:

Encourage civilian organizations (USO, church groups, cultural and civic groups) and Special Services Officers to develop recreational programs for enlisted women and /or include enlisted women in existing programs.

Encourage Women's Representatives to coordinate with the Special Services Officer the development of recreational programs for women.

G. MORALE:

Keep informed concerning the morale of the enlisted women, and keep the Commandant or Chief of Naval Air Training advised as to the morale of the women within the District or Command.

Encourage Women's Representatives to keep a continual check on the morale of enlisted women through frequent barracks meetings and counseling sessions.

H. DISCIPLINE:

Keep the Commandant or Chief of Naval Air Training informed of the standard of discipline of the women within the District or Command.

Keep yourself informed in order that you may advise the Discipline Officer on the Headquarters staff as well as Commanding Officers and Women's Representatives regarding disciplinary regulations relating to women.

Keep informed through the Headquarters Discipline Officer or the Women's Representatives of disciplinary actions in cases involving women.

Encourage the cognizant officers to administer discipline and impose punishment in a consistent and equitable manner.

I. APPEARANCE:

Promulgate standards of grooming and appearance, diet control, cleanliness, uniform and civilian clothes for women personnel.

Ensure that the Women's Representatives are cognizant of the correct appearance of officers and enlisted women and work closely with inspection officers to ensure compliance.

J. BARRACKS:

Keep informed and be responsible for keeping the Commandant or the Chief of Naval Air Training advised concerning the level of living conditions and make recommendations for improvement where appropriate.

Periodically inspect all women's barracks in order to remain cognizant of living conditions.

Encourage the Women's Representatives to initiate action, where appropriate, to improve living conditions.

K. OFF-STATION LIVING:

Insofar as possible ensure that the regulations permitting enlisted personnel to live off-station are consistent throughout the District or Command.

Ensure that all enlisted women living ashore are utilized on watch bills as appropriate.

DUTIES AND RESPONSIBILITIES OF WOMEN'S REPRESENTATIVES

Women's Representatives are assigned by the Chief of Naval Personnel or the Commanding Officer to such collateral duty for purposes of advising the Commanding Officer on matters pertaining to the administration of women within the Command. The tasks of the Women's Representative are challenging and unlimited. She must have a thorough knowledge of her duties and responsibilities in order to properly perform her tasks.

Duties and Responsibilities Within the Command:

A. BUREAU OF NAVAL PERSONNEL POLICY:

Assist the Commanding Officer in implementing the policies and instructions emanating from the Chief of Naval Personnel

B. LIAISON:

Maintain a cordial relationship and continuous liaison with Department Heads, Division Officers, Chaplain, Assistant for Women and Women's Representatives of other Commands as well as the Special Services Officer and Public Information Officer.

Pay a call on the Commanding Officer and contact Department Heads and Division Officers to ensure that administration of women in the Navy and your position in the chain of command is clearly understood.

As soon as possible after reporting for duty pay a call on the Assistant for Women.

Make periodic visits to the departments of the command where women personnel are assigned.

Request that the Commanding Officer invite Department Heads and Division Officers to inspect the WAVES barracks and personnel.

C. PUBLIC RELATIONS:

Maintain cordial relations with the local press, TV and radio representatives through the Public Information Officer. Be alert to, and advise the Public Information Officer, about items of interest concerning Navy women, i.e., stories and events that would enhance the stature of women in the Navy, visiting personnel who may be directly or indirectly concerned with women in the Navy.

Suggest that the Commanding Officer invite the Public Information Officer, TV and press representatives to attend activities in which WAVES participate.

Encourage participation of WAVES in local civic organizations, i.e., church groups, charitable organizations, fund drives.

D. JOB UTILIZATION:

Keep the Commanding Officer, the Personnel Officer, and the Assistant for Women informed as to the jobs the enlisted women are performing, noting special skills and talents.

Assist the Personnel Officer in achieving the most effective utilization of women personnel and in maintaining good morale.

Encourage the I & E Officer to set up clerical, typing, and other courses, for personnel reporting direct from Recruit Training, to develop skills needed by the activity and required for individual advancement. Urge personnel to take advantage of such training particularly if they are awaiting the convening of a school or performing duties (such as compartment cleaners or mess cooks) in which they are not learning the duties of a rating.

E. TRAINING:

Exercise responsibility for the supervision and training of the Chief Master-at-Arms (Reference: Guidelines for WAVE Masters-at-Arms (NAVPERS 15950))

Encourage personnel to take advantage of educational facilities and programs offered by the Navy.

Arrange regular monthly lectures and discussions and obtain the services of suitable speakers or discussion leaders. Some pertinent topics are:

Performance	Women's Representative, Barracks Officer, or other suitable speaker
Moral Conduct	Chaplain, Women's Representative or Doctor
Sex Hygiene	Doctor or Nurse
Self-Improvement, Personal Appearance (including weight control, civilian clothing, etc.)	Doctor, Women's Representative, Barracks Officer or other suitable speaker
Character Guidance	Chaplain (Reference: Getting to Know You)

Set up and supervise leadership sessions with enlisted women to supplement command leadership training. Topics should cover areas of discussion which might not be included in command programs, i.e., a woman's place in today's Navy, the place of the Division Officer and the Women's Representative. Leadership materials may be obtained through regular supply channels (5390 series) and the Bureau of Naval Personnel (ATTN: Pers-12).

F. WELFARE AND RECREATION:

Organize and supervise recreational programs in conjunction with the Special Services Officer and ensure proper supervision by a woman officer or a woman petty officer at all women's organized competitive activities.

Organization of group activities by or in cooperation with the Special Services Officer is suggested as a means to develop esprit de corps, for example:

Cultural tours to local museums, galleries, theaters, etc.

Welfare projects (aid to orphanges, assisting charitable organizations and service and community clubs)

Station Concerts

Choral Groups - emphasize desirability of joining the station choir

Dramatic Groups

Fund Raising Drives

Encourage and assist the Special Services Officer in organizing recreational activities and classes in tennis, golf, swimming, bowling, bridge, etc.

Encourage WAVES to participate in command functions.

Encourage and assist the Special Services Officer in organizing Hobby Shop activities of interest to women as well as men, i.e., ceramics, sculpturing, mosaics, oil painting, weaving, etc.

Encourage commands to set up Teen-Age Clubs with facilities for soft drinks and dancing for teen-age members of the Navy.

Contact USO, church and civic organizations and encourage interest of personnel in their activities.

G. MORALE:

Keep informed and keep the Commanding Officer informed concerning the morale of women.

Interview each woman as she reports to the Command. This is particularly important in the case of enlisted women reporting directly from Recruit Training or Class "A" Schools for whom your Command is the first duty station.

Organize a Barracks Council, if appropriate, with representatives from various rates to afford personnel the opportunity for constructive suggestions, discussion and to enable the Women's Representative or Barracks Officer to keep informed concerning problems, morale, recreational needs, etc.

Hold regular barracks meetings (once a month or at the minimum once a quarter). These should be for the purpose of passing the word, such as information from the Pers-K Bulletin and information of local or Navy wide interest. They should not be used merely to reprimand or as "gripe sessions".

It cannot be too strongly emphasized that knowing each woman within your Command is essential to the morale and effectiveness of all.

The Women's Representative and Barracks Officer must be available for individual counseling and alert to disciplinary "problems". Time should be set aside, in a regular schedule, after working hours, when the Women's Representative and/or Barracks Officer will be available in the Barracks for this purpose.

(a) Counseling should include all phases of the enlisted woman's activities - performance off and on the job, appearance and conduct.

(b) Division Officers and Department Heads can be of great assistance in detecting problems and counseling personnel as can the Chaplain, Medical Officer and Legal Officer, as appropriate.

H. DISCIPLINE:

Keep informed and keep the Commanding Officer informed concerning discipline of the women within the Command.

Assist the Discipline Officer in discipline matters pertaining to women.

Encourage cognizant officers to ensure that discipline and punishment of enlisted women is consistent and equitable.

Assist in disciplinary matters and attend all Masts or Inquiries in which women are involved. In particular, the Women's Representative, through the Commanding Officer, must be informed when personnel are to be questioned by Intelligence agents.

I. APPEARANCE:

The Women's Representative is responsible for assisting the Commanding Officer in the maintaining of a high standard of grooming, diet control, cleanliness and overall appearance of women personnel in uniform and civilian clothing within the Command.

Enlist the cooperation of local hairdressers, dress shops, shoe stores and hat shops in bringing correct make-up and fashion to the attention of the women. Solicit assistance of Medical Officers and Nurse Corps Officers regarding diet, weight control, etc.

Establish a grooming class, if appropriate, and a weight control program to encourage women to look trim and neat both in uniform and civilian clothes. In this connection, the selection of appropriate civilian clothing is of particular importance (i.e., blue jeans and windbreakers are not considered appropriate "liberty attire").

J. BARRACKS:

Work with appropriate departments to insure that barracks are maintained properly, kept clean and in good repair. Initiate recommendations to the Commanding Officer, through proper channels, in regard to renovation of buildings (painting, lighting, heating, ventilation) and replacement of furniture, draperies and other equipment.

Supervise the proper preparation of barracks regulations, fire regulations, (including drills), inspection forms, (material, bunk and locker) and barracks watch bills. (Reference Guidelines for WAVE Masters-at-Arms (NAVPERS 15950)).

Copies of regulations should be posted on all bulletin boards and in rooms, if practicable. Personnel should be directed to familiarize themselves with the regulations.

Ensure that a complete roster of personnel assigned, whether living on station or ashore, is maintained.

Ensure that barracks inspections are scheduled regularly.

Ensure that all personnel living ashore are utilized on the barracks watch bills as appropriate.

Hold regular barracks meetings. (See Section "G" MORALE)

As required locally maintain a "Log In" - "Log Out" board for all non-rated personnel living in the WAVE Barracks. This is a useful means whereby enlisted women who appear to be keeping improper hours may be identified. Counseling may then help to avert problems.

K. OFF-STATION LIVING:

Ensure that regulations permitting enlisted women to live ashore are suitable and consistent with District policy.

Make recommendations to the Commanding Officer on all requests for enlisted women to live ashore.

Inspect the area and the accommodations prior to making recommendations on requests to live ashore.

Ensure that the Chief Master-at-Arms has a current and complete list of women authorized to live ashore.

APPENDIX C

COPY OF THE QUESTIONNAIRE

APPENDIX C

AGE: ____YRS.
LENGTH OF NAVAL SERVICE:____YRS ____MOS.
NUMBER OF YEARS EDUCATION: ____ GED? ____
HOME STATE: _____

1. Have you attended a Class "A" service school? _____
   If so, which one? _____

2. In order of importance, why did you enlist in the Navy? (If more than one reason, list the most important reason as 1, the next reason as 2, and so on.)

   __ to try something new
   __ for the money
   __ to see what Navy life was like
   __ travel
   __ couldn't find a job
   __ security
   __ wanted to get away from home
   __ more education
   __ to get married
   __ learn a skill
   __ adventure
   __ to better myself
   __ to serve my country
   OTHER: _____

3. Do you intend to reenlist? (YES) (NO) (UNCERTAIN)
   (If you circled "NO", number the reasons for not reenlisting in order of importance beginning with #1.)

   __ to get married
   __ my folks want me to come home
   __ to go to school
   __ not enough pay
   __ dislike military life
   __ want independence
   __ to get a civilian job
   __ am not happy
   __ dislike my job
   __ to settle down
   __ don't like my supervisor
   OTHER: _____

4. In order of importance, what 3 things do you like MOST about the Navy? (Number the most important #1, the next #2, etc.)

   __ military life in general
   __ my job
   __ my uniform
   __ chance to learn new things
   __ the social life
   __ educational opportunities
   __ travel
   __ my friends
   __ barracks life
   __ the pay
   __ security
   __ fringe benefits
   OTHER: _____

5. In order of importance, what 3 things do you like LEAST about the Navy? (Number the most important #1, the next #2, etc.)

   __ travel
   __ barracks life
   __ poor supervisors
   __ my job
   __ military life
   __ my uniform
   __ taking orders
   __ the pay
   __ training sessions
   __ watchstanding
   OTHER: _____

6. What suggestions do you have to improve service life? (Answer on the reverse side)

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